

# About The New England Common Assessment Program

This report highlights results from the Fall 2009 Beginning of Grade New England Common Assessment Program (NECAP) tests.

The NECAP tests are administered to students in New Hampshire, Rhode Island, Vermont, and now Maine as part of each state's statewide assessment program.

NECAP test results are used primarily for school improvement and accountability.

Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. This year's writing test is a pilot designed to field-test new material, therefore no score reports will be produced this year for writing. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade – in other words, the content and skills which students have learned through the end of the previous grade.

Each test contains a mix of multiple-



choice and constructed-response questions. Constructed-response questions require students to develop their own answers to questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen school's and district's evaluation of their ongoing improvement efforts.



## Fall 2009 Beginning of Grade 7 NECAP Tests

**Grade 7 Students in 2009-2010**

## School Results

**School:** Oxford Hills Middle School

**District:** RSU 17 / MSAD 17

**Code:** 1211-1545



# Fall 2009 - Beginning of Grade 7 NECAP Tests

## Grade 7 Students in 2009-2010

# Grade Level Summary Report

**School:** Oxford Hills Middle School  
**District:** RSU 17 / MSAD 17  
**State:** Maine  
**Code:** 1211-1545

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2008-09 school year, first year LEP students, students who withdrew from the school after October 1, 2009, students who enrolled

in the school after October 1, 2009, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
<b>Students enrolled on or after October 1</b>	<b>265</b>			<b>266</b>			<b>14,367</b>			<b>100</b>			<b>100</b>			<b>100</b>		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
<b>Students tested</b>	<b>260</b>	<b>260</b>		<b>260</b>	<b>260</b>		<b>14,004</b>	<b>14,028</b>		<b>98</b>	<b>98</b>		<b>98</b>	<b>98</b>		<b>97</b>	<b>98</b>	
<b>Students not tested in NECAP</b>																		
State Approved	4	4		5	5		232	212		2	2		2	2		2	1	
Alternate Assessment	4	4		4	4		188	178		2	2		2	2		1	1	
First Year LEP	0	0		0	0		11	0		0	0		0	0		0	0	
Withdrew After October 1	0	0		0	0		0	0		0	0		0	0		0	0	
Enrolled After October 1	0	0		0	0		0	0		0	0		0	0		0	0	
Special Consideration	0	0		1	1		33	34		0	0		0	0		0	0	
Other	1	1		1	1		131	127		0	0		0	0		1	1	

## NECAP RESULTS

	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	265	4	1	260	5	2	152	58	73	28	30	12	742	260	2	58	28	12	742	14,004	9	59	23	8	745
MATH	265	4	1	260	31	12	117	45	47	18	65	25	740	260	12	45	18	25	740	14,028	19	41	20	21	742
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.



# Fall 2009 - Beginning of Grade 7 NECAP Tests

## Grade 7 Students in 2009-2010

### Reading Results

School: Oxford Hills Middle School  
 District: RSU 17 / MSAD 17  
 State: Maine  
 Code: 1211-1545

#### Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

#### Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

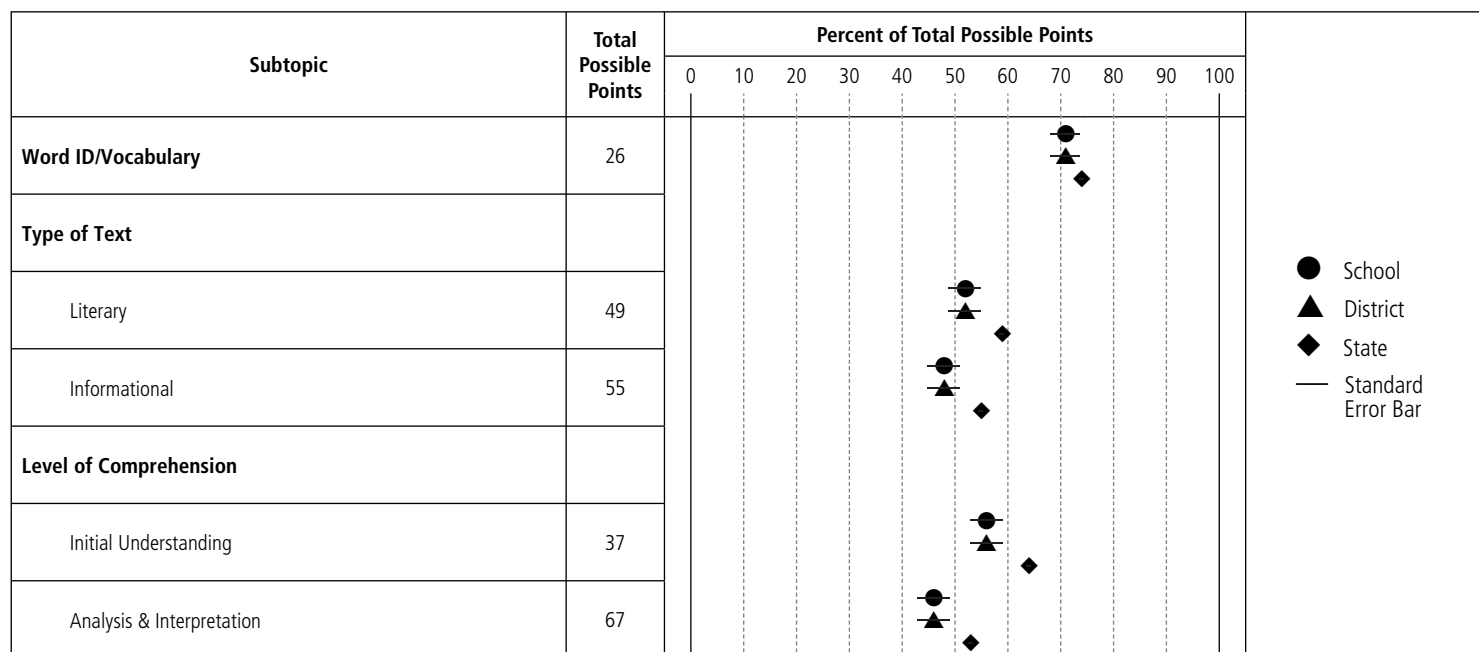
#### Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

#### Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>SCHOOL</b> 2007-08 2008-09 <b>2009-2010</b> Cumulative Total	265	4	1	260	5	2	152	58	73	28	30	12	742
<b>DISTRICT</b> 2007-08 2008-09 <b>2009-2010</b> Cumulative Total	266	5	1	260	5	2	152	58	73	28	30	12	742
<b>STATE</b> 2007-08 2008-09 <b>2009-2010</b> Cumulative Total	14,367	232	131	14,004	1,317	9	8,315	59	3,220	23	1,152	8	745





# Fall 2009 - Beginning of Grade 7 NECAP Tests

## Grade 7 Students in 2009-2010

# Disaggregated Reading Results

School: Oxford Hills Middle School  
 District: RSU 17 / MSAD 17  
 State: Maine  
 Code: 1211-1545

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	265	4	1	260	5	2	152	58	73	28	30	12	742	260	2	58	28	12	742	14,004	9	59	23	8	745
Gender																									
Male	126	2	1	123	1	1	70	57	39	32	13	11	741	123	1	57	32	11	741	7,257	5	57	27	11	743
Female	139	2	0	137	4	3	82	60	34	25	17	12	742	137	3	60	25	12	742	6,747	14	62	18	5	748
Not Reported	0	0	0	0										0						0					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	2	0	0	2										2						127	5	48	33	14	740
Asian	2	0	0	2										2						201	17	59	16	7	749
Black or African American	3	0	0	3										3						398	7	45	30	17	741
Hispanic or Latino	1	0	0	1										1						165	6	54	31	9	743
Native Hawaiian or Pacific Islander	0	0	0	0										0						0					
White (non-Hispanic)	257	4	1	252	5	2	147	58	71	28	29	12	742	252	2	58	28	12	742	13,113	9	60	23	8	746
No Primary Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	0	0	0	0										0						288	2	36	39	24	737
Former LEP student - monitoring year 1	0	0	0	0										0						14	21	71	7	0	753
Former LEP student - monitoring year 2	0	0	0	0										0						19	16	84	0	0	753
All Other Students	265	4	1	260	5	2	152	58	73	28	30	12	742	260	2	58	28	12	742	13,683	10	60	23	8	746
IEP																									
Students with an IEP	38	4	1	33	0	0	6	18	10	30	17	52	731	33	0	18	30	52	731	2,187	1	25	41	34	733
All Other Students	227	0	0	227	5	2	146	64	63	28	13	6	743	227	2	64	28	6	743	11,817	11	66	20	4	748
SES																									
Economically Disadvantaged Students	152	4	1	147	1	1	74	50	51	35	21	14	740	147	1	50	35	14	740	5,810	4	53	30	13	742
All Other Students	113	0	0	113	4	4	78	69	22	19	9	8	744	113	4	69	19	8	744	8,194	13	64	18	5	748
Migrant																									
Migrant Students	0	0	0	0										0						2					
All Other Students	265	4	1	260	5	2	152	58	73	28	30	12	742	260	2	58	28	12	742	14,002	9	59	23	8	745
Title I																									
Students Receiving Title I Services	0	0	0	0										0						1,093	5	43	40	12	741
All Other Students	265	4	1	260	5	2	152	58	73	28	30	12	742	260	2	58	28	12	742	12,911	10	61	22	8	746
504 Plan																									
Students with a 504 Plan	1	0	0	1										1						286	6	60	28	6	744
All Other Students	264	4	1	259	5	2	151	58	73	28	30	12	742	259	2	58	28	12	742	13,718	9	59	23	8	745

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2009 - Beginning of Grade 7 NECAP Tests

## Grade 7 Students in 2009-2010

# Mathematics Results

School: Oxford Hills Middle School  
 District: RSU 17 / MSAD 17  
 State: Maine  
 Code: 1211-1545

### Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

### Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

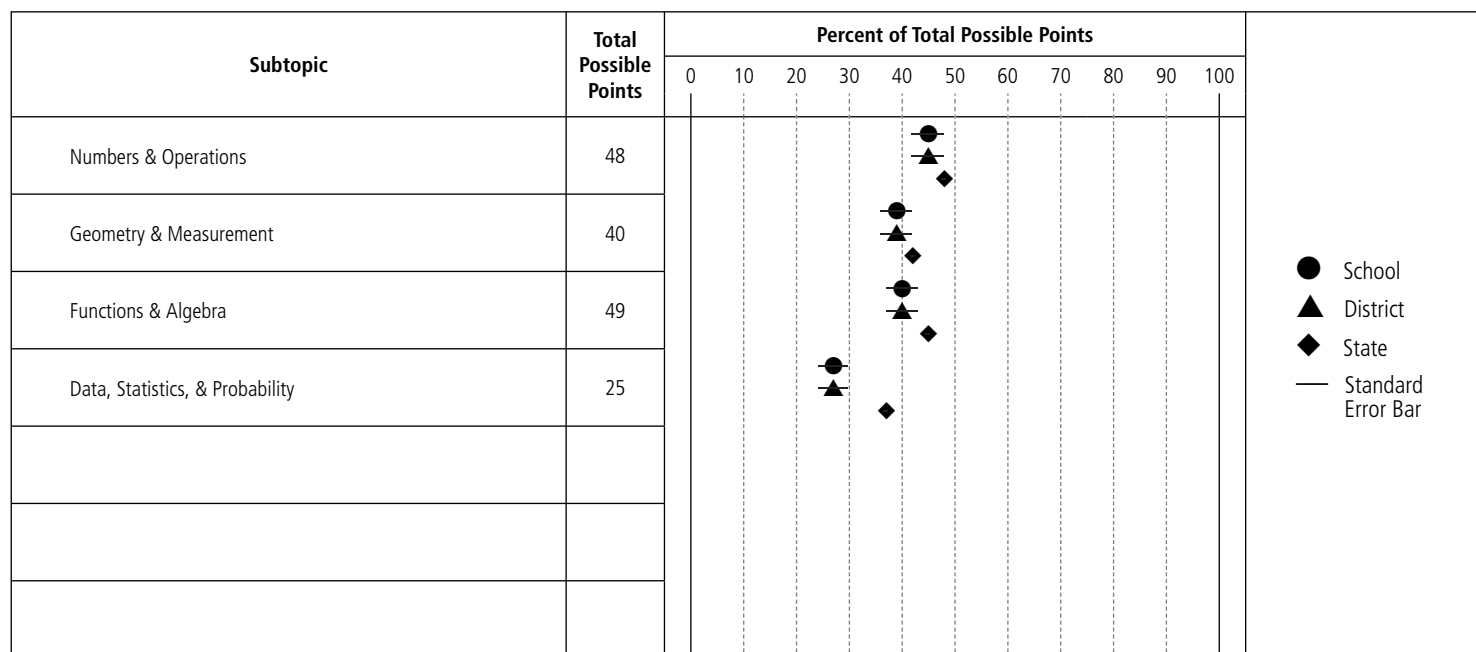
### Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

### Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>SCHOOL</b> 2007-08 2008-09 <b>2009-2010</b> Cumulative Total	265	4	1	260	31	12	117	45	47	18	65	25	740
<b>DISTRICT</b> 2007-08 2008-09 <b>2009-2010</b> Cumulative Total	266	5	1	260	31	12	117	45	47	18	65	25	740
<b>STATE</b> 2007-08 2008-09 <b>2009-2010</b> Cumulative Total	14,367	212	127	14,028	2,602	19	5,719	41	2,820	20	2,887	21	742





# Fall 2009 - Beginning of Grade 7 NECAP Tests

## Grade 7 Students in 2009-2010

# Disaggregated Mathematics Results

School: Oxford Hills Middle School  
 District: RSU 17 / MSAD 17  
 State: Maine  
 Code: 1211-1545

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	265	4	1	260	31	12	117	45	47	18	65	25	740	260	12	45	18	25	740	14,028	19	41	20	21	742
Gender																									
Male	126	2	1	123	17	14	61	50	22	18	23	19	742	123	14	50	18	19	742	7,276	20	41	19	20	742
Female	139	2	0	137	14	10	56	41	25	18	42	31	739	137	10	41	18	31	739	6,752	17	41	21	21	742
Not Reported	0	0	0	0										0						0					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	2	0	0	2										2						127	6	38	23	34	738
Asian	2	0	0	2										2						205	32	40	13	15	746
Black or African American	3	0	0	3										3						408	6	28	19	47	735
Hispanic or Latino	1	0	0	1										1						168	11	31	28	30	739
Native Hawaiian or Pacific Islander	0	0	0	0										0						0					
White (non-Hispanic)	257	4	1	252	30	12	115	46	46	18	61	24	740	252	12	46	18	24	740	13,120	19	41	20	20	742
No Primary Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	0	0	0	0										0						307	3	26	22	49	733
Former LEP student - monitoring year 1	0	0	0	0										0						14	36	43	14	7	749
Former LEP student - monitoring year 2	0	0	0	0										0						19	32	53	11	5	748
All Other Students	265	4	1	260	31	12	117	45	47	18	65	25	740	260	12	45	18	25	740	13,688	19	41	20	20	742
IEP																									
Students with an IEP	38	4	1	33	1	3	6	18	6	18	20	61	731	33	3	18	18	61	731	2,198	3	17	20	59	731
All Other Students	227	0	0	227	30	13	111	49	41	18	45	20	741	227	13	49	18	20	741	11,830	21	45	20	13	744
SES																									
Economically Disadvantaged Students	152	4	1	147	9	6	56	38	34	23	48	33	737	147	6	38	23	33	737	5,828	8	37	24	30	738
All Other Students	113	0	0	113	22	19	61	54	13	12	17	15	743	113	19	54	12	15	743	8,200	26	43	17	14	745
Migrant																									
Migrant Students	0	0	0	0										0						2					
All Other Students	265	4	1	260	31	12	117	45	47	18	65	25	740	260	12	45	18	25	740	14,026	19	41	20	21	742
Title I																									
Students Receiving Title I Services	0	0	0	0										0						1,099	5	28	32	35	737
All Other Students	265	4	1	260	31	12	117	45	47	18	65	25	740	260	12	45	18	25	740	12,929	20	42	19	19	743
504 Plan																									
Students with a 504 Plan	1	0	0	1										1						285	19	41	22	18	742
All Other Students	264	4	1	259	30	12	117	45	47	18	65	25	740	259	12	45	18	25	740	13,743	19	41	20	21	742

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.